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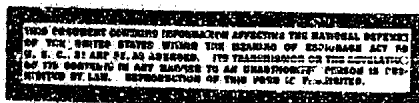
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TABLE OF CHINESE WINTER SCHOOLS IN 1950

During 1950, winter schools should: (1) continue to enroll peasant cadres and active members of peasant groups; (2) continue to emphasize peasant education to eliminate illiteracy as prerequisite for increasing political awareness, production, and labor productivity; and (3) continue to transform winter schools into permanent, year-round peasants' spare-time schools so that each student will, in 3-5 years, be able to acquire a vocabulary of 1,000 Chinese characters and be able to read, write, and calculate.

There were 213,481 winter schools and 12 million peasant students in 1949 in North China, the Northeast, East China, Northwest China, Central-South China, and Inner Mongolia, and of that total, 65,713 schools, including 345,036 students, were converted into permanent peasants' spare-time schools.

Li Shu-lin

Years of experience in the liberated area show that winter schools are one of the essential ways by which we can maintain spare-time education for peasants.

During 1949, most of the winter schools in old liberated areas, where agrarian reform has been effected, concentrated on cultural education, and the peasants manifested great enthusiasm toward it. According to incomplete estimates, there were 213,481 winter schools and 12 million peasant students in 1949 in North China, the Northeast, East China, Northwest China, Central-South China, and Inner Mongolia. The average student has acquired a vocabulary of approximately 200 Chinese characters. Some students have learned how to do simple bookkeeping and write short notes and letters; others have acquired a vocabulary of 1,000 Chinese characters.

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Furthermore, government decrees, laws, and regulations have been disseminated among the peasants by means of the schools. As a result, peasants have been rallied to implement government policies in the various areas, participate in production, child-care, and hygiene programs, and help spread technical and health knowledge. To a certain extent, these schools have contributed to the growth of the peasants' political consciousness.

In view of the importance of a regular education system for peasants, some local governments have utilized their experience to transform temporary winter schools into permanent or year-round peasants' spare-time schools (hereafter referred to as peasants' schools). According to incomplete reports, approximately 65,713 winter schools were converted into peasants' schools with an enrollment of 3,485,036 regular students. This is a new sign in peasant education, and reflects the peasants' quest of knowledge brought about by their political and economic emancipation.

As a result of the satisfactory achievements in many aspects of our work during 1949, the winter schools can forge ahead in 1950 on the basis of last year's accomplishments, not only in the old liberated areas but also in the newly liberated areas. Many of the latter have the necessary means for expanding winter schools because of the successful completion of the rent-interest reduction movement and agrarian reform. Therefore, it is expected that more peasants will desire education, and that winter schools will greatly increase in 1950.

In September 1950, the Ministry of Education called the Worker-Peasant Education Conference. At that conference important directives were formulated dealing with peasant spare-time education. However, since that time, our national situation has changed as a result of the American invasion of Korea and Taiwan. This has seriously threatened our national security and activated the Resist America, Aid Korea, Protect Homes, and Defend the Country Movements. Under these new circumstances, how shall we run the winter schools in 1950?

In addition to following the general policies issued by the Worker-Peasant Education Conference, we should intensify political education to strengthen the Resist America, Aid Korea, Protect Homes and Defend the Country Movements.

The six-points directive concerning the peasants' education issued by the Worker-Peasant Education Conference should apply to the winter schools during 1950. The are:

1. The prospective students should still consist of peasant cadres and active members of peasant groups; these peasants must be given education prior to the rest of the peasant population. We must strive to raise the educational level of the peasant cadres and young activists within 3-5 years to the point where they will have a vocabulary of 1,000 Chinese characters and the ability to read, write, and calculate.
2. The objective of the cultural education program must be to emphasize literacy education; but such education must be managed to realize other objectives -- political, economic, and health.
3. Measures for developing peasant spare-time education should be appropriate to time and place; advancement should be made step by step. A high-handed attitude should be opposed, and superficial observation should be avoided.
4. Study schedules and methods of teaching should be suited to reality instead of being hampered by uniformity.

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5. We should use the mass-line approach to find teachers and raise money for peasant spare-time education. In other words, principles that guide a mass movement can also be applied in the area of peasant spare-time education. For instance, teachers should be chosen from among the peasants themselves, and school cost should be shared by the peasants, although the government may grant aids at its option.

6. As to leadership, the peasant schools must be under the guidance of the government which, in performing such leadership function, shall cooperate properly with the various peoples organizations. The government may assign additional personnel to the education department of the local government, these personnel to be in charge of school supervision.

Generally speaking, the objective of the winter school for 1950 is still the elimination of illiteracy; this is the prerequisite for increasing political awareness, production, and labor productivity. Today, there are an overwhelming majority of illiterate peasants in China. Unless they have the ability to read, write, and calculate, they cannot raise their political consciousness and modernize their agricultural techniques. Teaching the peasants how to read and write still remains a crucial issue in peasant education, which, in turn, is a key issue involved in the transformation of China into an industrialized country. Furthermore, an education for eliminating illiteracy is urgently demanded by peasants in areas where agrarian reform has been carried out, and where peasants' living conditions have been basically improved. Production in these areas has been restored to the prewar level or above.

Except in some famine-stricken areas, peasants throughout the country have been enjoying a higher subsistence level because of receiving sufficient food and clothing. Such improvement in peasant life has greatly encouraged the peasants to go to school; this enthusiastic response was reflected by the winter school enrollments in 1949 and in the spring of 1950. It is certain that as the peasants' economic circumstances continue to improve further, they will become all the more eager to enroll in school. As a result, not only will more peasants go to school, but also their way of thinking is more amenable to change; this was evidenced by the fact that the peasants now pursue their studies through a wide variety of means. For example, study groups, fireside groups, instructors of children, permanent people's schools, etc. We should explore these various forms of educational methods and mobilize more peasants to participate in the study movement.

Judging from the present national situation, it is absolutely possible for us to carry out cultural education to eliminate illiteracy. The present situation is basically different from that of the Sino-Japanese War period, when the Communists were in a defensive position. Formerly, we were constantly engaged in feverish wars, now our country has been basically unified. Peasant education is a key step toward the development of rural production; it is also one of the concrete objectives in the movement to resist America, aid Korea, and defend our homeland. We should be able to carry it out without interruption if conditions allow.

Prospective students for peasant schools in operation during 1950 should consist principally of peasant cadres and active members of peasant groups, for our educational activities must be concentrated within limited areas before they can be expanded to include the entire peasant population. The so-called peasant cadres refer to the village government workers, leaders in various peasant organizations, members of the Communist Party and the Youth Corps, production heroes and models, and others who have achieved distinction. Most of these people still remain illiterate today because they have devoted themselves to revolution for many years, and therefore, have had no chance to seek an education. They are very eager to offer their service to the people, but grow more bewildered daily when they are confronted with work which becomes increasingly more complicated.

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The cadre is the advanced member of the masses and work done for cadres equals that done for the masses; for it is through the cadres that we can teach and guide the masses. Teaching the cadres to read, write and calculate, and keeping them informed of the present situation will make it possible for them to assume a leading role in various activities and guide the masses for further advancement.

We should advance steadily in regard to the 1950 winter education; this is because "the education of peasants is a very serious task." We must realize that peasant education is an important but difficult task, and that by nature a substantial length of time is required for accomplishing such a task. Hence we must not content ourselves with mere quantitative increase in the number of schools alone; rather, we must strengthen the schools we have already established, particularly those which showed poor records during 1949 because of unstable external conditions.

In areas where there was no winter school during 1949 and where conditions have not been suitable for its establishment, we may delay our plan for instituting the winter school. It is undesirable to have a school established only to suspend its operations later. We should constantly review the experience we have gained in conducting permanent peasant schools and use the experience advantageously. Finally, we should prepare for the transformation of temporary winter schools into permanent peasant schools when conditions permit; such transformation is essential for gradually eliminating illiteracy.

The winter schools during 1950 should be conducted in accordance with the circumstances peculiar to time and place. This is because our country covers a vast area in which political, economic, and cultural development differs from place to place. Hence we should examine, in the light of an over-all objective, the various conditions in different areas (the old liberated area, the transition area, the newly liberated area, the area inhabited by minority nationalities, and the famine area), and formulate concrete policies and plans within the dictates of conditions existing in these areas.

For instance, in the transition area and in the newly liberated area we should use the work experience gained from the old liberated area for teaching the peasants current affairs, political situation, and government policies. By this means the peasants will participate in the rent-interest reduction movement, agrarian reform, the campaign against counterrevolutionaries, and the Resist America, Aid Korea Movement. In these areas, cultural education is made available only when the peasants demand it and when it becomes practicable. In the area inhabited by minority nationalities we should present properly, in the native language, our national racial policy, and carry out other educational plans consistent with conditions peculiar to that area.

Policies dealing with study schedules, formation of school classes, supply of teachers, finance, and school leadership, etc., suggested by the Worker-Peasant Education Conference, are derived from years of experience and hence should be followed completely.

In addition to the above-mentioned policies, the winter schools in operation during 1950 should systematically intensify the political education designed to rally the peasants to support the Resist America, Aid Korea, Defend Home and Country Movements. Such an education should include not only peasants who have been enrolled in winter schools, but also the majority of the peasants of the entire peasant population. This must not be overlooked.

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All the people of China are supporting the campaign to resist America, aid Korea, and defend our homeland; this is our essential goal in the present political struggle. Although the imperialist warmongers have met with decisive defeat by the Korean People's Army and our People's Volunteers, they do not regret what they have done. On the contrary, they accelerate their war preparation. They announced openly that they will continue to invade Korea, interfere with Taiwan by force of arms, and block our entry to the UN.

In other words, the imperialists will never tolerate the victory of the Chinese people. We must not relax our efforts, but must carry on the struggle resolutely. We must mobilize our potential strength and use concrete action to resist and check American aggression. Hence we are carrying the movement to resist America and aid Korea into the rural areas and among the peasant masses.

Peasants constitute almost 80 percent of the population of China; during the past 30 years they have made very significant contributions to the Chinese revolution under the leadership of the Chinese Communist Party.

We must launch a gigantic political propaganda movement which reaches not only peasant students in the winter schools, but also the masses in the rural areas. The goal of this movement is to provide the peasants with an understanding of the facts of American aggression, the nature of American imperialism, and the logical connection between the movement to resist America and aid Korea and the defense of our homes and the country. Throughout this movement we should urge the people to love their own country and people, but hate and look down upon American imperialism. We must open their eyes to recognize the great strength of the Chinese people and the immense power of the international peace front in order to obliterate the "fear-of-America" feeling and replace it with self-confidence.

Political education with a view toward furthering the Resist America, Aid Korea Movement is a broad, prolonged, patriotic, mass education. Bringing such an education to the rural areas is a difficult task. In this connection, the following points should be carefully observed:

1. Conduct peasant education in such a manner that the following political objectives will be realized: suppression of spies, counterrevolutionaries, and counterpropaganda, suppression of reactionary religious organizations, increased production, higher enrollments in the people's militia, and the strengthening of internal order. We should demonstrate to the masses that all activities leading to the realization of these objectives are part of the Resist America, Aid Korea Movement. Furthermore, we should, by using the above-mentioned activities, raise the peasants' political awareness, and promote their patriotic feelings.
2. We should use winter schools, peasants' schools, and literacy classes and groups as means for systematically implementing our efforts in furthering the Resist America, Aid Korea Movement. These schools and groups are the organizations through which political education can be most effectively implanted.
3. In addition to winter schools and study groups, we should utilize people's organizations, such as mass meetings, family groups, etc., and media such as lantern slides, motion pictures, cartoons, dramas, folk songs, peasant dances, wall bulletins, broadcasts, etc., to wage the political propaganda struggle. In the coming Chinese New Year Holidays we should plan to provide various recreational programs for the peasants; these programs should revolve around the theme of resisting America and aiding Korea. All propaganda activities and materials should be simple and understandable rather than abstract and dogmatic.

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4. We should oppose overemphasizing cultural education at the expense of neglecting the political education with special reference to current affairs; on the other hand, we should equally oppose overemphasizing political education at the expense of neglecting or failing to pay sufficient attention to cultural education when conditions are possible for such education.

5. We should integrate winter school education with political education to strengthen the movement to resist America, aid Korea, and defend our homes and country. We should, in accordance with the concrete situations in the various areas, determine the weight of political education in winter school curriculum in proportion to cultural education. For instance, political education by means of studying current affairs should be given more weight in the Northeast which is closest to the Korean battle front. Classes for the discussion of current affairs should be expanded to recruit more new members from the peasant masses.

To integrate cultural education with political education, government agencies responsible for peasant education should, in cooperation with local publishing firms, publish school textbooks and supplementary reading materials stressing the theme of the Resist America Aid Korea Movement. Publication should be organized systematically with a view toward conducting such types of education thoroughly and continuously.

Teachers of current affairs classes should be chosen carefully; only those teachers having higher political understanding, competence in primary school teaching, and distinction in village political activity are qualified to teach the current affairs classes. It is desirable to discuss the topic at hand before it is submitted to the class. We must strictly guard against pointless discussion, misinterpretation, and reactionary propaganda deliberately injected into the discussions.

We should improve our leadership in winter schools. We may select a number of teachers who are experienced, of good standing, and high political awareness and organize them as a center of influence for the local village teachers. Some village teachers may also be charged with the duty of giving instruction to other village teachers. In each hsiang, certain winter schools may be chosen as centers whereby teachers of a definite area can assemble periodically for exchanging work experience. A number of cadres should be assigned to these centers on a rotation basis. Here they will systematically assist the local teachers in preparing class discussions, gathering information, studying teaching methods, listening to work reports, and organizing observation tours to schools.

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